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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 20 titles deal with a variety of topics, including the following: (1) the relationship of self-monitoring and the study orientation of adult students; (2) the efficacy of the reading miscue inventory in evaluating the reading performance of college freshmen; (3) the relationships of selected factors to success in a college reading program; (4) self-concept and reading interests of older adults; (5) the attitudes, behaviors, and strategies related to occupational literacy; (6) teaching library skills in conjunction with freshman English; (7) freshman reading achievement levels and the readability of assigned books in content area courses in a community college; (8) the effects of teaching sentence combining to community college freshmen; (9) popular reading of college students from 1965 to 1975; (10) the ranges of life interests and reading interests among adult users of public libraries; (11) the reading flexibility of graduate students; (12) flow chart organizational training and its effect on reading comprehension and retention; (13) the implementation of a mastery learning model in reading at the college level; (14) the influence of two different methods of reading instruction on college students' reading achievement; and (15) schema theory, word frequency, and anticipation in reading. (FL)

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Reading and Study Skills and Instruction: College and Adult:

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THE EFFICACY OF THE READING MISCUE INVENTORY IN EVALUATING THE READING PERFORMANCE OF COLLEGE FRESHMEN

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THE RELATIONSHIP OF SELF-MONITORING AND THE STUDY ORIENTATION OF ADULT STUDENTS

Order No. 8016691

ATHANS, JAMES MICHAEL, ED.D. *Indiana University*, 1980. 64pp. Chairperson: Dr. Travis Shipp

The present study was designed to compare the study orientation of self-monitoring adult students to the study orientation of non-self-monitoring adult students. Forty-four adult college student volunteers were recruited from two sections of an Educational Psychology course (P280) offered during the summer of 1979 at Indiana University. These students were randomly assigned to one of four groups. Two of these groups were considered treatment groups and two were considered control groups.

It was hypothesized that a student's study habits and attitudes, or study orientation (SO), could be improved by educating the student in the self-monitoring technique. A student study orientation was measured through the use of the Brown-Holtzman Survey of Study Habits and Attitudes Inventory. Instructions in self-monitoring were administered through the use of a cassette recording tape and printed handouts. The cassette tape explained the self-monitoring technique and how to use it, along with the handouts. All students in the treatment groups received an individual cassette tape with handouts to keep for their own personal use to promote the concept of self-directed learning.

One treatment group and one control group received the Survey of Study Habits and Attitudes as a pretest observational measurement. The two treatment groups then received instructions on how to use the self-monitoring technique to improve their study habits and attitudes. Finally, all four groups, two treatment and two control, received the Survey of Study Habits and Attitudes as a posttest observational measurement.

The results of this study indicate that no significant relationship exists between self-monitoring and the study orientation of adult students. In this study, educating students in self-monitoring did not improve their study orientation as measured by the Survey of Study Habits and Attitudes. Based on the findings of this investigation it was concluded that certain conditions may need to exist before self-monitoring can be used to change the study orientation of adult students.

THE EFFICACY OF THE READING MISCUE INVENTORY IN EVALUATING THE READING PERFORMANCE OF COLLEGE FRESHMEN

Order No. 8019218

BROWN, SUSAN COHEN, ED.D. *New Mexico State University*, 1980. 113pp. Chairman: Professor Leon E. Williamson

The oral reading behavior of two groups of freshmen college students was examined as the students read two levels of content material. All of the subjects were randomly selected from the fall 1977 Freshman Class at New Mexico State University for whom ACT scores were available. One group consisted of students who scored 12 or below on their composite ACT and the other group consisted of students who scored 24 or above.

Each subject read aloud two selections of science-related material. One selection had an eighth/ninth grade readability level and the other had a fifteenth/sixteenth grade readability level. The oral readings were analyzed according to the criteria and procedures described in the Reading Miscue Inventory (RMI) Manual. In addition, two retelling scores were examined--one in which all main ideas and significant details were given equal weight, unweighted score, and the other in which main ideas and significant details were given weighted scores based on ratings of a panel of judges.

A two-way analysis of variance with two factors at each level (Low and High ACT, easy and difficult material) was applied to the data. The data were evaluated at the .05 level of significance. Significant interactions were further tested to determine the direction of the interaction. The conclusions that resulted from the statistical comparisons follow: (1) The use of the three cueing systems: graphic sound, syntactic, and semantic, was apparent for both the Low group and the High group. (2) The High ACT group relied less on graphic similarity, made greater use of grammatical relationships as a strength, produced miscues which were less likely to result in a loss of comprehension and had higher retelling scores than the Low group. (3) The Low group had fewer miscues which resulted in no graphic similarities and no loss of comprehension and was less able to use grammatical relationships as a strength and as a partial strength. (4) The miscues by both groups had higher graphic and sound similarities on the difficult material. The miscues retained the same grammatical function, resulted in higher no-loss and partial-loss of comprehension, and indicated greater use of grammatical relationships as a strength and partial strength on the easy material. The unweighted retelling was significantly higher for both groups on the easy material.

Statistically significant interactions indicated: (1) The Low group overcorrected more on the easy material, and the High group overcorrected more on the difficult material. (2) The Low group had higher retelling score on the easy material than on the difficult material. (3) The High group's retelling score was approximately the same on both the easy and difficult material and both scores were higher than the Low group's scores.

The study adds further verification that the diagnostic concepts of the RMI are applicable to college freshmen. Although the three cueing systems were evident for all students, differences in the reading strategies of High ACT and Low ACT students could be identified. The Low group made effective use of the graphic and sound cueing system; however, they needed assistance in the use of syntactics and semantics. The High group made effective use of all three cueing systems and was able to retell the information concerning the easy material as well as the difficult material. Suggestions for future research include investigating the use of silent correcting by proficient students, developing a system for examining the use of oral and written vocabulary by college students who are reading content material, and investigating the oral reading behavior of college students reading shorter selections covering a variety of content areas.

THE RELATIONSHIPS OF SELECTED FACTORS TO SUCCESS IN A COLLEGE READING PROGRAM

Order No. 8020458

CASSELLE, CORENE FLOWERETTE WALKER, ED.D. *University of Nevada, Las Vegas*, 1977. 115pp.

Purpose. The purpose of this study was to investigate the relationships of several variables--reading ability (vocabulary, reading comprehension, reading power, and reading efficiency) as measured by the *Iowa Silent Reading Tests*, locus of control as measured by the Rotter I-E Scale, class attendance, age and sex--to overall success in a college reading improvement program.

Subjects. Subjects were students enrolled in three sections of Speed Reading and Study Skills at the University of Nevada, Las Vegas (UNLV), during the First Spring Session, 1977. Sixty-three students participated in the study--thirty-three males and thirty females ranging in age from seventeen to sixty-one years. The class met twice weekly for two hours over a seven-week period.

Procedures

Hypotheses. Hypotheses stated that there is no significant relationship between each variable--vocabulary, reading comprehension, reading power, reading efficiency, locus of control, class attendance, age and sex--and success as defined for the college reading improvement program at UNLV.

Data Collection and Analysis. Data was rank ordered and number or letter coded as it became available during the seven-week course. Success data was obtained following the final class meeting, success being defined in terms of speed increases and maintenance of adequate comprehension.

A computer program correlated each variable with success. The Spearman Rank-Order Correlation technique was used, corrected for tie conditions. The point-biserial correlation technique was used to determine the relationship between sex and success. A critical-ratio *z*-test was applied to the correlations obtained to determine their significance. Specific P-values were reported for each correlation.

Results. Hypotheses associating vocabulary, reading efficiency, age and sex with success were accepted when no significant relationships were found. Hypotheses associating reading comprehension, reading power, and class attendance with success were not accepted as positive and significant relationships were found. Hypothesis associating locus of control with success was rejected when a highly significant and negative correlation was found. Results were interpreted within the framework in which they were gathered and related to similar finds in other studies.

Conclusions. The study was summarized, including a review of literature, and recommendations were suggested for further research to determine factors significantly related to success in a college reading improvement program.

SELF-CONCEPT AND READING INTEREST OF OLDER ADULTS

Order No. 8024346

CHAVIS, EDNA LAVENIA, PH.D. *University of Missouri - Columbia*, 1979. 111pp. Supervisor: Dr. Ralph Dobbs

Purpose. The purpose of this study was to explore the nature of the relationship between self-concept and reading interest/behavior of matured adults to participation in educational activities. The theoretical framework proposed that self-concept and reading interest/behavior would be associated with participation frequency and participation reasons. It is contended that participation may be understood as a function of self-concept and reading interest/behavior.

Three null hypotheses were developed and tested for this study: (1) Self-concept and reading behavior/interest will not significantly predict participation frequency. (2) Self-concept and reading behavior/interest will not significantly predict participation reasons. (3) Self-concept and reading behavior/interest will not significantly predict overall participation relative to personal, physical or social self-concept and reading interest/behavior.

Procedure. The subjects involved in the study consisted of fifty older adults. Forty residents of Dulle Towers, Jefferson City, Missouri and ten subjects from Blind Boone Center for Senior Adults, Columbia, Missouri, elected to participate in the study. "Blind" refers to the name of the center not the condition of the subjects. Three instruments were used for collection of data. The first was the Tennessee Self-Concept Scale (Modified for Older Adults) by Fick. This instrument yields scores on three scales: (1) personal self-concept, (2) physical self-concept, and (3) social self-concept. The second instrument was developed by the researcher. It yields one score for reading interest/behavior with seventeen items indicated. It also yields one score for reading interest/behavior with seventeen items indicated. It also yields demographic information. The third instrument measured frequency and reasons for participation.

A step-wise multiple regression statistical test was used to assess the relationship of self-concept and reading interest/behavior to participation at the .05 level of significance.

Findings. (1) There are no variables or combination of variables that will significantly predict participation frequency. (2) There are variables or combinations of variables that will predict participation reasons. Personal self-concept can be used as a predictor of participation reasons. (3) There are no variables or combination of variables that will significantly predict overall participation.

Conclusions. Within the limitations of this study the following conclusions are justified. (1) Matured adults can expect personal self-concept to influence their participation in educational activities when associated with reasons for participation. (2) The reading interest/behavior of matured adults can not be expected to predict participation in educational activities. (3) There are no significant variables that can predict participation in educational activities when frequency and reasons for participation are combined.

FUNCTIONAL LITERACY AS A VARIABLE CONSTRUCT: AN EXAMINATION OF ATTITUDES, BEHAVIORS, AND STRATEGIES RELATED TO OCCUPATIONAL LITERACY

Order No. 8016683

DIEHL, WILLIAM ALLAN, ED.D. *Indiana University*, 1980. 378pp. Chairperson: Dr. Carl B. Smith

This investigation addresses the need to examine functional literacy as a variable construct and in an occupational context. One hundred and seven subjects--representing a full range of occupational types and levels, and comprising a sample similar to the total U.S. adult working population on the demographic variables of sex, race, income earned and occupational category--are administered the Diehl-Mikulecky Job Literacy Survey. This survey includes items assessing the literacy demands encountered in occupations, the strategies employed by subjects in meeting the demands, and selected attitudinal variables which hypothetically influence functional literacy in a job context. Additionally, the survey provides an indication of general reading ability through the use of a cloze test on a general topic, and an indication of job reading ability through the use of a cloze test constructed from subjects' actual work materials. Several measures of occupational success are used. The FORCAST readability formula is employed to provide an indication of the reading difficulty of job material.

Data collected are reduced to fourteen major variables and several demographic variables (including income, job status, job responsibility, occupational grouping and length of time on the job). An heuristic device describing interrelationships of these variables is proposed and examined. Descriptions of functional literacy demands of occupations are reported and 14 hypotheses tested using ANOVA, Student t, correlational and multiple regression analyses.

A number of significant results are reported. Literacy tasks are completed on almost all jobs surveyed and tend to be highly repetitive, brief in nature, and integrated with job tasks. Reading-to-do tasks are done significantly more often than other types; reading-to-assess tasks are most closely identified with higher level occupations. The variety of literacy materials and strategies used are positively correlated with occupational level, while the difficulty of material and time spent job-reading are not; the literacy demands of a job are able to account for 50% of the total variance in occupational success (measured by income, status and job responsibility). Grade equivalency scores on job cloze tests are significantly higher than comparable general cloze scores, indicating influences other than general reading ability on determining functional literacy. Attitude variables and the length of time on a job demonstrate little relationship to job reading ability. Subjects whose GE cloze scores are lower than the assessed level of their job materials have completed significantly less schooling, have more difficult job materials and lower general reading ability (as measured by the cloze) than those whose scores are above their materials; few other significant differences between these groups are found. Significant correlations are found among the components of the heuristic device with the components being highly predictive of occupational success.

This study concludes that reading at work is an ubiquitous activity, and may be the most prevalent type of reading done by employed adults. The availability of extralinguistic cues, and the repetitiveness of the literacy tasks suggest possible differences in reading at work and reading in school settings. Further research in this area is suggested. These differences may enable some workers to read materials on the job better than they would read the material in isolation; such a conclusion questions the accuracy of "functional literacy tests" which remove the reading task from the functional setting. Occupational success levels are more highly correlated with the literacy demands of the job than with the literacy abilities, attitudes, and strategies brought by subjects to the task, indicating a symbolic, beyond the pragmatic, aspect to functional literacy.

Implications for schools, training programs, and assessment programs are suggested. Further research clarifying findings and conclusions is discussed.

A COMPARISON OF THREE METHODS OF TEACHING LIBRARY SKILLS IN CONJUNCTION WITH FRESHMAN ENGLISH

Order No. 8015355

HOOKS, JAMES DARWIN, PH.D. *University of Pittsburgh*, 1979. 83pp.

This study compared three different library skills teaching methods among college freshmen. This problem was selected because of its persistence in librarianship. Also, in recent years, there has been a renewed interest in improving students' application of library skills to investigative research assignments.

Three different teaching methods were examined. In the first method, students were exposed to a high level of library instruction by requiring the utilization of a programmed skills text: *Library Skills, a Program for Self-Instruction*, by Barbara Abrash, McGraw-Hill, 1970. The classroom instructor was the administrator for this method. In the second method, students were exposed to a medium level of library instruction. This method consisted of an orientation/lecture presentation in the library, with the librarian as the administrator. In the third method, students explored the library individually and were not exposed to any structured library skills teaching method.

The sample population consisted of 244 students enrolled in English 102 at the Armstrong Campus of Indiana University of Pennsylvania. The subjects were assigned to one of 13 sections at the time of registration. Four sections received the programmed skills treatment, five sections received the orientation/lecture treatment, and four sections did not receive any treatment. Subsequently, 68 subjects were eliminated on the basis of incomplete data. There was no difference among the subjects as a result of SAT scores.

Following the treatment methods, the *Library Orientation Test for College Freshmen* was given to all subjects and then readministered six weeks later. Each instructor prepared an anecdotal record which provided a measure of each student's ability to apply library skills. In addition, each student completed a self-evaluation of their ability to apply library skills. Finally, in order to determine whether any differences existed between treatment groups and methods, a two-way ANOVA with repeated measures and Scheffé Post Hoc comparisons were conducted.

The main effect of the different treatment methods indicated that, regardless of time, the three methods were not equally effective. The specific time effect between the posttest and the repeated posttest indicated that, regardless of treatment method, Post 1 scores were higher than Post 2 scores. Furthermore, there was no significant interaction between the treatment methods and the time of testing.

The programmed skills groups, regardless of time, performed better than the orientation/lecture groups. However, the programmed skills groups did not show any significant difference when compared with the control groups. Likewise, the orientation/lecture groups did not show any significant difference when compared with the control groups. On the basis of the anecdotal records, it was determined that all subjects, regardless of treatment, performed equally in their ability to apply library skills. The correlation between previous knowledge and LOT scores was not intended to predict achievement on the LOT. This correlation simply established a nonchance relationship between previous knowledge and LOT scores. There was a positive correlation for the programmed skills and control groups. There was a zero correlation for the orientation/lecture group.

Although the data were not fully conclusive that the programmed library skills was the most effective treatment method, the combined significant difference over the orientation/lecture and the observable stability achieved over the control group provides substantial support for it being more effective than the other treatment methods tested. Although retention in all treatment groups decreased between Post 1 and Post 2, retention was slightly better for the programmed skills and orientation/lecture groups.

These findings will be used to further evaluate current library skills instruction at the Armstrong Campus of Indiana University of Pennsylvania. Hopefully, the knowledge gained from this experiment will contribute to the improvement of library instruction.

A COMPARISON OF FRESHMEN READING ACHIEVEMENT LEVELS WITH THE READABILITY OF ASSIGNED BOOKS IN CONTENT-AREA COURSES IN A COMMUNITY COLLEGE

Order No. 8015414

JOHNSON, RUBY TERRY, ED.D. *Auburn University*, 1980. 131pp Director: Robert W. Montgomery

The study was conducted to describe the differences between the estimated readability of textbooks used in the General Education Program at Wallace State Community College in Hanceville, Alabama, and the reading ability levels of the students enrolled in those courses. One hundred seventy students' reading levels were measured by the *Nelson-Denny Reading Test, Form C*. The students' reading ability levels were compared to the readability levels of ten textbooks as measured by the *Fry Readability Formula*.

The major findings of the study were: (1) The reading achievement grade equivalent levels of the students tested ranged from grade 6 to grade 15. (2) Forty percent of the students tested rated below and thirty-four percent rated above the grade equivalent level 13. (3) The mean grade equivalent score of the students tested was 12.8; the mode, 13.0; and the median 13.4. (4) The ten textbooks examined ranged in grade equivalent reading difficulty from grade 7 to grade 17 as measured by the *Fry Readability Formula*. (5) Thirty percent of the students tested read at or above the arithmetic mean of the books examined, and 70 percent read below that level.

Recommendations were made to test all students upon admission for reading ability level, to select textbooks with appropriate reading difficulty levels supplemented with multiple reading materials of varying readability levels, and to adjust curriculums to the reading levels of the students.

A recommendation was made for instructors in the content area to have the ability to help students develop the reading skill components that will contribute to their success in the content-area classroom. Content-area instructors can acquire such ability through pre-service and/or in-service preparation.

THE EFFECTS ON READING COMPREHENSION OF TEACHING SENTENCE-COMBINING TO COMMUNITY COLLEGE FRESHMEN

Order No. 8022039

KEENAN, MARGARET PORTER, PH.D. *The University of Iowa*, 1980. 148pp. Supervisor: Professor G. Robert Carlsen

Freshman English students enrolled in composition classes in which sentence-combining techniques were taught improved in syntactic maturity during this 1976 experiment but not in reading comprehension. At the same time, students enrolled in classes which were taught in a traditional manner improved in reading comprehension but not in syntactic maturity. The differences were large enough to suggest that the sample populations, which were relatively homogeneous at the time of the pretests, had changed by the time of the posttests because of differences in treatment. However, there is always the possibility that the results came about by chance.

The results of this investigation seem to support claims that practice in sentence-combining does increase syntactic maturity--an expected outcome. However, they cast doubt on claims that the practice aides reading comprehension--an expected finding.

The study, conducted at an Illinois community college, compares 116 students enrolled in experimental classes with 59 students enrolled in control classes. The control classes were taught by traditional procedure. The experimental classes, however, received sentence-combining training during one-third of the course time--both in the classroom and as homework. The experimental group used William Strong's *Sentence Combining: A Composing Book* and a structured sequence of exercises prepared by the investigator.

Reading Comprehension. When an exploratory analysis of scores on the Davis Reading Test established no significant differences in the regression systems in the two groups, analysis of covariance was used to compare the groups on posttest performance.

At the time of pretest, based on DRT Freshmen Norms, both groups were at the 32nd percentile. However, at the time of the post-test, whereas the experimental group remained at the 32nd percentile, the control group moved to the 49th percentile. The difference between the posttest adjusted means is significant at $p < .01$, with the *control* group being higher.

Syntactic Maturity. When an exploratory analysis of the scores on the Syntactic Maturity Test established no significant differences in the regression systems in the two groups, analysis of covariance was used to compare the groups on posttest performance.

On the pretest the mean W/T-unit length for both groups was 10.7, or on Hunt's normed grade levels, 0.2 W/T-unit below the norm for grade 10. At the time of the posttest, the adjusted mean W/T-unit length was 11.9 for the experimental group and 11.3 for the control group. Or, by Hunt's standards, the experimental group was 0.1 W/T-unit below the norm for Grade 12--a gain of two years, whereas the control group was but 0.4 of a W/T-unit higher than the norm for Grade 10. The difference between the posttest means is significant at $p = .10$, with the *experimental* group being higher.

Discussion. Even more interesting than the adjusted mean score differences is the analysis of where the differences occurred. On the Syntactic Maturity Test, a comparison of group slopes reveals that the gain for the experimental group is primarily accounted for by the gain achieved by those who had the lowest scores on the pretest. On the Davis Reading Test, the comparison reveals that control group students generally made greater gains than did experimental group students and that students who were highest on the pretest improved the most.

A DESIRE TO SEE: AN ANALYSIS OF POPULAR READING OF COLLEGE STUDENTS 1965-1975

Order No. 8015080

LAWRENCE, ROBERT REID, ED.D. *Columbia University Teachers College*, 1980. 550pp. Sponsor: Professor W. Max Wise

Many people have tried to understand the college student culture. Often these studies were of a particular aspect of the culture or of a particular campus, or both. Walter Wallace's *Student Culture, Social Structure and Continuity in a Liberal Arts College* (1966), and Geer, Becker, and Hughes' *Making the Grade* (1968) found that while students did work to maintain their grade point average and used it as one of their cultural norms, they were not *per se* intellectually inclined. Further they found that students did not share a faculty point of view, nor did they perceive, generally, much individual influence from any faculty member. This present study of the campus best sellers adds another dimension to the findings of Wallace and Geer, Becker, and Hughes.

In *Four Critical Years* (1977) Astin reports that some liberalization of attitudes takes place among students. This dissertation suggests, indirectly, that part of that liberalization takes place because of students' leisure time reading. They cease to hold to rigid religious denominational views, as they seek out the *Teachings of Don Juan*, a sorcerer who used peyote and hallucinogenic mushrooms, the maxims of *The Prophet*, the Jungian-transcendental ideas in Hesse's novels, the humanism of *The Greening of America*, and the behaviorism of Skinner. The general categories of the five sections of this dissertation are one way to cluster the wide variety of books read.

The five categories are "Fantasy and the Extraordinary," "Eastern and Transcendental Themes," "Futures: Utopias and Dystopias," "Self-Improvement For Society and For the Individual," "Crime and Adventure." Since 1973 more of the books have fallen into the last two categories.

There is a convergence of the interests of the college student culture with that the topics of the most popular books in the larger society. The publishers promote them with intensive advertising campaigns. Because of the works high visibility, the students select from the books on the best seller list. An assistant dean of students says that these works, largely non-fiction, "skirt the edge of a new orthodoxy," of self-help and self-discovery. Such books as *I'm OK, You're OK* may just be filling far-reaching student needs. More recently the students have been reading *Passages* and *Your Erroneous Zones*.

This study of the leisure reading of students indicates that the culture of college students in the United States has the following general characteristics: (1) Student interests do not coincide with the preferences of faculty. That is, the leisure reading of students tends to focus on writing which many faculty would judge superficial. In addition, many of the books read by students offer simplistic answers to questions which most faculty would judge too complex and devoid of ready resolution. (2) The study indicates that student interests shift rapidly over relatively short periods of time. Their interest in counter culture books early in the period covered by the dissertation has given way to social and political reports by journalists and hack writers. The study indicates that the student culture is influenced by social and political developments of the society in general. (3) The most significant point is their desire to read for personal and social betterment. Throughout the ten to fifteen years discussed, sex manuals and mental hygiene manuals appeared annually. (4) The most significant negative finding was that the students almost never read poetry and seldom read fiction. (5) This study supports the contention that the college student culture is not significantly differentiated, in any major regard, from the contemporary adult culture, except their penchant for non-fiction.

THE RANGES OF LIFE INTERESTS AND READING INTERESTS AMONG ADULT USERS OF PUBLIC LIBRARIES IN COMMUNITIES OF VARIOUS SIZES

Order No. 8026551

LUCAS, LINDA SUE, PH.D. *University of Illinois at Urbana-Champaign*, 1980. 213pp.

This study was designed to consider whether there is a direct correlation regardless of the size of the community between the range of life interests and the range of reading interests among public library users in communities where public libraries are of good quality.

Six public libraries in Illinois were selected for study: two in communities having more than 50,000 population according to the *U.S. Census of Population 1970*; two in communities having populations of 10,000 to 49,999; and two in communities having populations of less than 10,000. One library in each size group was located in a community in the metropolitan Chicago area; the second library in each size group was located in a community outside the metropolitan Chicago area. Questionnaires designed to measure the range of life interests and the range of reading interests were administered at random in-site to adult library users through the use of a time probability sampling technique. Respondents were asked questions concerning the life interests about which they read and about specific books which they borrowed on the day they answered the questionnaires. One hundred questionnaires were analyzed at each library.

An examination of the demographic characteristics of the sample showed that respondents at all six libraries were generally younger and more highly educated than the general population of those communities. Furthermore, a higher proportion of respondents were in professional or technical occupations than was the case in the general population. In half of the libraries more males than females responded to the questionnaire.

The range of life interests and reading interests were compared using frequencies of responses to items selected for inclusion on indices of life interests and reading interests. Indices of life interests and reading interests were compared using X^2 and Pearson product-moment correlation coefficient. Statistical values were significant at the $\alpha = .1$ level.

The frequency with which respondents indicated that they read about the life interests in which they had expressed interest was studied in order to determine the degree to which life interests might influence reading interests. The relationship between expressing a life interest and reading about that interest was studied using X^2 and Pearson product-moment correlation coefficient. Statistical values were significant at the $\alpha = .1$ level. Because of the low number of books borrowed in each subject, statistical tests were inconclusive in establishing a relationship between reading interests and book borrowing.

Results provide evidence that there is a direct relationship between the range of life interests and the range of reading interests among adult public library users regardless of the size of the community in which the library is located and that people tend to read about their life interests. Level of education completed by respondents was found to be an important indicator. In communities where respondents had completed higher levels of education the correlation between the indices tended to be weaker and the range of reading interests broader than in other communities. Factors of sex, occupation, and life style were also found to be influential.

Results of this study indicate that public libraries in communities of all sizes must provide access to materials in the full range of subjects. Planning for collection building can be made more effective through an examination of the life interests and life styles of residents of the community in which the library is located.

AN INVESTIGATION OF THE READING FLEXIBILITY OF GRADUATE STUDENTS

Order No. 8024596

MCQUILKIN, JUNE ANN, PH.D. *Kent State University*, 1980. 127pp. Director: Carl L. Rosen

Recent reading research has reported a need to investigate the topic of reading flexibility. The primary purpose of this study is to determine the effects of our treatment conditions on the reading rate and comprehension performance of adult graduate level students. This study is also concerned with exploring the relationship between reading rate and comprehension within each of the four treatment conditions. This study, in addition, attempts to explore the effects of interest and perceived difficulty on reading rate and comprehension.

The sample for this study consists of 52 graduate level students enrolled in beginning graduate reading courses at Kent State University.

The instruments used in this study are four selections of approximately 1,000 words each in length which were selected from a college-level sociology book. Ten literal level comprehension questions developed for each 1,000 word passage are included to check for percent of recall following the reading. A questionnaire was designed to obtain additional data.

These instruments were used to test the following hypotheses: *Hypothesis One*. There are no significant differences in mean rates of reading, expressed as words per minute, for the treatment groups as a result of providing four different treatment conditions for reading. *Hypothesis Two*. There are no significant differences in mean literal comprehension performance expressed as percent literal comprehension for the groups as a result of providing four different treatment conditions for reading. *Hypothesis Three*. There are no significant differences in mean literal comprehension as a result of providing four different treatment conditions for reading as discussed in hypothesis one. *Hypothesis Four*. There is no significant relationship between rate of reading and the degree of interest reported for each of the four passages read. *Hypothesis Five*. There is no significant relationship between rate of reading and the degree of difficulty reported for each of the four passages read. *Hypothesis Six*. There is no significant relationship between comprehension scores and the degree of interest indicated for each of the selections read. *Hypothesis Seven*. There is no significant relationship between comprehension scores and the degree of difficulty reported for each of the selections read.

Subjects were randomly assigned to four treatment groups. Each group received all four treatment conditions. The order of the treatments was different for each group. All four passages were read during each condition. The first administration of conditions was done under deception. Subjects were asked to read the passages for four different sets of directions. Subjects answered 10 comprehension questions following the reading of each of the passages. The questionnaire was administered following the reading for all four treatment conditions.

Two way analysis of variance for repeated measures statistical procedures were performed upon the main effects variables: the experimental manipulation. A correlational analysis tests statistical relationships between rate and comprehension, between interest and rate and comprehension, and perceived difficulty and rate and comprehension.

The results of this study show Hypothesis One is rejected at the .01 confidence level. Hypothesis Two is rejected at the .05 confidence level. Hypothesis Three is accepted. Hypothesis Four is accepted. Hypothesis Five is rejected at the .05 confidence level. Hypothesis Six is accepted. Hypothesis Seven is rejected at the .05 confidence level.

An examination and discussion of this study's findings are provided. These include: readers in this study read significantly slower and comprehended significantly better when directions about answering questions were provided with no directions about rate. Readers in this study read significantly faster when provided with directions about reading rate but no instructions about answering questions following the reading. The study explores implications of these findings both for future research and educational practice.

FLOW CHART ORGANIZATIONAL TRAINING AND ITS EFFECT ON READING COMPREHENSION AND RETENTION

Order No. 8018319

MILLER, CAROL F., ED.D. *University of Pittsburgh*, 1980. 362pp.

This study was designed to measure the effects of training college students to analyze text structure as a means of improving their reading comprehension and memory for information from text. The study was based on the premise that awareness of text structure could be developed by training students to construct reading flow charts. Practice in flow charting was predicted to significantly increase reading comprehension and retention of the material contained in longer segments of continuous text by providing the reader with an identifiable framework for organizing and categorizing information.

The sixty-three students involved in this study were enrolled in five class sections of a college reading and study skills course at the University of Pittsburgh during the 1979 winter term. Students in all course sections received instruction in determining the main ideas of paragraphs. Then, over a six week period, the students read six articles. The control or Question (Q) group read the articles and answered ten questions based on each article. The Question-Main Idea (QM) group followed the same procedure and also determined the main idea of each paragraph in the selections. The Question-Main Idea-Flow Chart (QMF) group answered the questions, determined the main ideas of paragraphs, and constructed a reading flow chart for each selection.

Three tests of reading comprehension were administered as pre-and post-tests: (1) a reading recall test that measured both recall and retention of information, (2) a cloze comprehension test that measured how accurately students could re-construct a selection from which every fifth word had been deleted, and (3) the Nelson-Denny Reading Test, a passage-question comprehension test that measured accuracy in responding to multiple choice questions based on a passage that was available for reference. In addition, a questionnaire probed student reactions to the procedures employed. The reading comprehension tests were analyzed using a two-way analysis of variance with repeated measures on time.

Based on an analysis of the reading recall test scores, the study did not reveal any reliable support for the superiority of any one treatment. The general trend was for the flow charting and main idea strategies to improve recall immediately after the conclusion of the treatment and then for this recall to diminish rapidly. Although the results were not conclusive, the trend observed was that for long-term benefits, the question-main idea strategy may tend to produce the best results.

All groups improved on the cloze test, although no one treatment could be considered best. The comprehension scores on the Nelson-Denny Reading Test also indicate that no one treatment significantly affected reading comprehension.

The most notable effects of this study were revealed through the questionnaire results. While flow charting was not generally adopted as a study procedure, and while it did not appear to affect students' reading strategies, training in flow charting did heighten student awareness of a text's structure. However, intensive work in determining the main ideas of paragraphs was identified by students as an effective and useful technique that was easily applied to a variety of reading materials. It was judged to be the most beneficial procedure in terms of effectiveness. influence on test-taking, and overall evaluation and utility.

A CASE STUDY IN THE IMPLEMENTATION OF A MASTERY LEARNING MODEL IN READING AT THE COLLEGE LEVEL

Order No. 8015096

PONTES, ELEANOR, ED.D. *Columbia University Teachers College*, 1980. 321pp. Sponsor: Professor A. Harry Passow

This research study was designed to explore the feasibility of employing a mastery learning instructional strategy to the teaching of college reading and study skills. The mastery model consisted of those organizational and teaching strategies represented by the works of Benjamin S. Bloom and James H. Block. The research objective was twofold: to adapt the mastery learning theory and strategies to a college level reading course and to describe the adaptation process including the development and simultaneous field-testing of the mastery learning reading curriculum. The nature of the study, therefore, was exploratory and descriptive. It used a case study approach in examining the features of the mastery learning reading curriculum in its first draft stage. Through the structures of formative evaluation of instruction it documents an inquiry which was continually in the process of reformulation and redirection as new information and insights were obtained.

The setting of the study was a large, public, urban college which recently instituted a freshman skills assessment program. The students participating in this study were among those college freshmen who were assigned to remedial reading instruction on the basis of a grade point equivalent score of 12.9 or below on the California Achievement Test, Level 19, Form C. Of a total populaton of 466, sixty-nine students self-registered in one of three mastery learning reading classes. Students ranged in age from seventeen to thirty-six; 74 percent were female and 26 percent male. Ninety percent were identified as predominantly English speakers and 10 percent as students for whom English is a second language. Data on student characteristics--i.e., age, sex, ESL-status, cognitive entry behaviors, affective entry characteristics, student achievement and student attitudes toward mastery instruction--were collected by class. Other sources of data included process notes and instructors' evaluations.

Simple descriptive statistics were used to display and examine student data. A one-way analysis of variance was conducted to examine differences in students with respect to achievement by class, sex, ESL-status and responses to self-concept items on the Brookover questionnaire. Pearson correlation coefficients were computed to measure the association among a variety of academic and self-concept variables. Analysis of these data suggested that a student's prior achievement and his first language did have an impact on his achievement in the mastery learning reading class as did placement in a particular class and the implementation of the corrective and retest procedure by the instructor.

These findings coupled with a variety of subjective and impressionistic data sources appear to have important implications for the development of a remedial reading program using the mastery model. The study concludes with a summary of the modifications that were made in adapting the mastery model to the reading curriculum and a list of cautions to those who consider embarking on a similar endeavor.

THE INFLUENCE OF TWO DIFFERENT METHODS OF READING INSTRUCTION ON COLLEGE STUDENTS' READING ACHIEVEMENT

Order No. 8020311

RICHARD, CATHERINE CABLE, PH.D. *University of South Carolina*, 1980. 68pp.

The primary purpose of this study was to compare the effectiveness of content structured reading instruction with the artificial, traditional method of instruction in an effort to improve academic achievement at the college level.

Subsidiary purposes were as follows: (1) to investigate effect of two methods of reading instruction on comprehension alone; (2) to investigate effect of two methods of reading instruction on different student reading levels and (3) to investigate students' reading achievement gains in the two methods of instruction using the Cloze procedure.

The research design included the administration of two different methods of reading instruction to eighty-three college freshmen at the University of South Carolina at Spartanburg during the Fall semester 1979. Reading achievement was measured using a test-retest (Form A pre test, Form B post test) of the Nelson-Denny Reading Test.

The analysis of covariance was used to statistically control reading readiness on the Nelson-Denny pre test scores. Analysis of variance was also employed to compare all sample means simultaneously and yielded the variability between groups and within groups. The level of significance was .05.

Major findings were: (1) No significant differences were found in reading achievement between the content and artificial methods of reading instruction; (2) No significant difference in comprehension was found between the two different methods of reading instruction; (3) No significant difference in reading achievement gains were found between students in the 21st to 35th percentile (Nelson-Denny, Form A) and students in the 1st to 20th percentile (Nelson-Denny, Form A); (4) Significant difference in reading achievement gains on the Cloze test were found between students who study under the content method and those who study under the artificial method of reading instruction. The significance favored the artificial method.

Suggestions for further research are that investigations should be conducted to determine: (1) the effect a teacher's background in reading has on reading gains; (2) student preference of one reading approach over another and the effect of this preference on reading achievement; (3) if the content method was more highly structured with more teacher preparation, would it be more effective than the artificial method? (4) would more positive results using the content method be achieved if the course was two semesters rather than one?

THE RELATIONSHIP OF THREE STUDENT TRAITS, THREE MODES OF PRESENTATION, AND AN INSERTED MATHEMAGENIC DEVICE TO LEARNING FROM PROSE

Order No. 8023874

RODRIGUEZ, JOAN HUGHES, ED.D. *New Mexico State University*, 1980. 157pp. Chairman: Dr. Sharon L. Wooden

Most reading programs attempt to individualize learning and offer a wide variety of both printed material and audiovisual aids in the process. Because of this, more research is called for to help the reading teacher effectively assign the best treatment to the individual who possesses a learning-related trait which will enable him to gain the greatest benefit from that treatment.

This three-part experiment was designed to aid in the educational decisions made in reading labs/classes which individualize instruction.

Specifically, it was meant to determine the differential effects of using audio, print, or a combined form, together with an inserted organizational and attentional aid, or lack thereof, in a syllable lesson on the test scores of six types of subjects: students who are internally or externally motivated; those scoring high and low on a pretest; and those scoring high and low on a reading comprehension measure.

The hypotheses tested were: (1) There will be a significant interaction between method of presentation and locus of control. Externals will do better under the auditory/print with mathemagenic device condition than under auditory or print without mathemagenic device. Internals will do better under any of three modes (auditory, print, auditory/print) without can't read." Evidence that children read storybooks by using actual words (without paraphrasing), by asking about particular words, or by "sight" was not found. Various aspects of the methodology of this study were thought to account for the absence of progress to the more advanced behaviors on the scale. The progression of reading behaviors was affected by the structural patterns of the storybooks used in this study.

Additional findings in this study relate to specific strategies these children used in moving from one level of "reading" storybooks to the next level. For example, evidence collected indicated that they "edited" the storyline as they were mastering the actual words of the text. They also seemed to use "non-response" behaviors or "I can't read" statements as a way of getting the adult to read to them so that they could master successive ways of "reading" their books.

The analyses provide support for the conclusions that: (1) Storybook reading behaviors (of these five children) are developmentally organized: they progressed from strategies focusing on comprehending the storyline to strategies for decoding the print; (2) Storybook reading behaviors are affected by the structural patterns of storybooks used in this study; and (3) At transitional points between the hypothesized stages, children demonstrate "non-response" behaviors or actually say "no" or "I can't read."

AN ANALYSIS OF THE READING SKILLS AND THE SYNTACTIC MATURITY OF TWO GROUPS OF UNIVERSITY FRESHMEN

Order No. 8029154

SANDERS, YANCEY MCCALLA EASTERLIN, ED.D. *University of Georgia*, 1980. 118pp. Director: James A. Dinnan

The purpose of this investigation was to determine what specific differences existed between the reading and writing skills of regularly and provisionally admitted first-quarter freshmen at The University of Georgia. Such knowledge could benefit those charged with planning remedial basic skills programs for students assigned to special classes. In this interest, the *Stanford Diagnostic Reading Test* (Level III) and a sentence-combining instrument, the "Aluminum Passage," were used.

Statistical analyses were planned, not only to determine the areas of significant difference in the reading and writing scores recorded for members of both freshmen groups, but also to determine if correlations between reading and writing skills could be identified. In addition, correlations were sought between the reading and writing scores and the subscores of the *Scholastic Aptitude Test* for the provisional students. A stepwise discriminant analysis was also planned to identify which of the noted, significant variables could be used to identify the specific areas of maximum difference between the two student groups. Finally, an attempt was made to judge the validity of the chosen instruments to serve as diagnostic measures of the basic verbal skills of university freshemen.

The statistical analysis yielded the following results: (a) regular freshmen scored significantly higher on every component of the reading test than did the provisional freshmen, with the difference of greatest magnitude appearing in the vocabulary score; (b) the regular freshmen displayed greater syntactic maturity in every evaluated area, with the use of sub-clausal elements representing the difference of greatest magnitude; (c) no correlation was found between reading and writing scores for the regular students, but correlations were found between a limited number of reading and writing variables for the provisional students and between ten of the twenty available pairs of variables for the larger, combined group; (d) the verbal and numerical *SAT* scores of the provisional students demonstrated no significant relationship to their reading and writing scores; (e) the discriminant analysis indicated that, as readers, provisional freshmen differed most significantly from regular students in the tested skills of literal comprehension, knowledge of whole words and word parts, structural analysis skills, and reading flexibility and rate. As writers, provisional students were most readily identified by their reliance on subordinate clauses, while regular freshmen were characterized by their more mature and frequent employment of sub-clausal elements.

The results of these statistical analyses indicated that regular freshmen displayed significantly greater skill as readers and writers than did provisional freshmen in all tested areas. However, since the amount of variance accounted for by these significant differences was consistently low, the suitability of the instruments for pre-instructional diagnoses of provisional students' needs must be questioned, and further study seems warranted.

ADEQUACY OF PREPARATION AND THE ON-THE-JOB UTILITY OF SPECIFIC READING ATTITUDES, CONCEPTS, AND SKILLS

Order No. 8028351

SCOTT, KAREN JEAN, ED.D. *University of Northern Colorado*, 1980. 179pp.

This study sought to identify teachers' perceptions of on-the-job utility of specific reading attitudes, concepts, and skills; and to assess teachers' perceptions of the adequacy of their preparation relative to specific reading attitudes, concepts, and skills. These specific reading attitudes, concepts, and skills for primary teachers were identified in *Guidelines for the Professional Preparation of Reading Teachers* developed by the Professional Standards and Ethics Committee of the International Reading Association in May, 1978.

Questions to be Researched. The following research questions relate the basic elements of the problem to the undergraduate elementary teacher preparation program at Southwest Missouri State University: (1) Which elements of the Southwest Missouri State University teacher education program should receive greater emphasis according to graduates of the program? (2) Which elements of the Southwest Missouri State University teacher education should receive less emphasis according to graduates of the program?

General Procedures. Arrangements were made with Southwest Missouri State University in the identification and location of individuals who graduated with a degree in elementary education from Southwest Missouri State University during 1979. Permission was granted by the International Reading Association to use in the questionnaire the specific reading attitudes, concepts, and skills for primary teachers identified in *Guidelines for the Professional Preparation of Reading Teachers.*

The questionnaire was mailed to the one hundred thirty-six 1979 graduates of the elementary teacher preparation program at Southwest Missouri State University.

The responses of the graduates to the ninety-three returned "usable" questionnaires were tabulated and data for this study were compiled and analyzed.

Conclusions. Based on the findings of this study the following conclusions may be drawn: (1) The graduates perceived their preparation for the following specific reading attitudes, concepts, and skills as adequate: (a) A teacher must believe in superior reading instruction as a top priority in the educational system. (b) A teacher must understand the concepts of language as the symbol system for transmitting ideas, information, and feelings. (c) A teacher must teach (1) whole word recognition, (2) phoneme-grapheme relationships, (3) use of context in conjunction with the other clues, (4) structural analysis, (5) synthesis of phonemic and structural elements, and (6) dictionary usage. (d) A teacher must tell stories and read orally in an effective manner. (e) A teacher must involve students in creative experiences such as dramatics, puppetry, and choral reading which enhance the enjoyment of literature. (2) The graduates perceived their preparation for the following specific reading attitudes, concepts, and skills as inadequate: (a) A teacher must develop a functional understanding of the nature of comprehension. (b) A teacher must teach the tasks of literal and interpretive comprehension. (c) A teacher must teach meaning signals given through language structure and patterns: sentence patterns, punctuation clues, paragraph structures, styles of discourse (narrative, descriptive, expository, argumentative). (d) A teacher must teach meanings of words by developing understanding of context clues, structural clues, figurative language, idiom, and use of dictionary. (e) A teacher must teach students to apply literal and interpretive comprehension skills to everyday life. (3) Seventy-two of the seventy-six specific reading attitudes, concepts, and skills in *Guidelines for the Professional Preparation of Reading Teachers* at the primary level have on-the-job utility. These may be divided as follows: (a) Eleven of the twelve specific reading attitudes have on-the-job utility. (b) Twenty of the twenty-one specific reading concepts have on-the-job utility. (c) Forty-one of the forty-three specific reading skills have on-the-job utility.

SCHEMA THEORY, WORD FREQUENCY AND ANTICIPATION IN READING Order No. 8023628

STEIG, JANET BARBARA, ED.D. *Rutgers University The State U. of New Jersey (New Brunswick)*, 1980. 98pp. Chairperson: Martin Kling

The effects of background knowledge and word frequency on anticipation in reading were studied. The 40 geology majors and 40 English majors, who served as subjects, read 100 word passages taken from two geology textbooks and predicted the next 100 words, one at a time.

There were four independent variables in the study: Background, passage, testing condition and word type. The backgrounds were geology and English. Two passages were used for testing. The two testing conditions were a no letter condition, where none of the letters in the word to be predicted was exposed, and a first letter condition, where the first letter of the word to be predicted was exposed. Words were divided into two types--frequent and rare. Frequent words had frequency ranks of 50 or higher; rare words had ranks lower than 50.

Main effects were found for background, passage, testing condition and word type. Geology majors predicted more words correctly than English majors. Subjects predicted more words correctly under the first letter testing condition than under the no letter condition. Frequent words were predicted more successfully than rare words.

Two way interactions were found between passage and testing condition, passage and word type, and testing condition and word type. Three way interactions were as follows: Background-passage-testing condition, background-testing condition-word type, and passage-testing condition-word type.

The results were discussed according to the three major areas of study--schema theory, word frequency and anticipation. Conclusions regarding each area were presented and recommendations for future research were made.

The main conclusion with respect to schema theory was that appropriate schemata may facilitate the reading process by providing the bases for more appropriate hypotheses for anticipation of upcoming words in text. With respect to word frequency, it was concluded that, in context, frequent words are more easily predicted than rare words. However, units of prediction smaller than the whole word must be considered. Finally, with respect to anticipation, it was concluded that background knowledge and graphic cues interact to enhance anticipation of words within a text which pertain to its topic. Interactive models of reading are most consistent with the results of the study, but they should be modified to reflect the role of background knowledge in reading.

THE EFFECTS OF LEARNING STYLE AND TRAINING IN LOGICAL THINKING ON THE READING COMPREHENSION OF COMMUNITY COLLEGE STUDENTS Order No. 8026310

SMITH, ELLEN RHEA, PH.D. *University of Washington*, 1980. 259pp. Chairperson: Dianne L. Monson

This study was designed to determine the effects of training in logical thinking on the reading comprehension of community college students. Two types of training in logical thinking were provided, mapping and paraphrasing; subsequently, another purpose of this study was to determine if training in paraphrasing affects reading comprehension more than does training in mapping. A related purpose was to determine if the treatments in logical thinking (i.e., paraphrasing or mapping) affect reading comprehension according to cognitive style, field dependence or field independence, hereafter referred to as FD and FI.

The subjects were 144 (52 male and 92 female) community college students enrolled in six sections of an introductory psychology course. Two sections served as a control group (N = 41), two sections received mapping treatment (N = 44) and two sections received paraphrasing treatment (N = 59). All students were given the *Group Embedded Figures Test*, a test used to determine whether the student was field dependent or field independent. The treatment groups received training in either mapping or paraphrasing by an assistant for fifteen minutes of each Tuesday and Thursday class meeting for ten weeks (a total of five hours). The control group was engaged in usual course-related activities. At the end of the ten-week training students were given the *Descriptive Test of Language Skills-Reading Comprehension* test.

Of the 144 students who participated in this experiment, only the data from 97 students were included for analysis (47 field dependent, 50 field independent) (38 males, 59 females). (The remaining 47 students scored in the middle range on the *GEFT*, thus indicating that these students were neither field dependent nor field independent. Therefore, these students participated in the study but their scores were not included for analysis.) Data from the reading comprehension test were analyzed by the t-test and analysis of variance. Significance levels were set at .05.

Results showed that there was no interaction between learning style (FD,FI) and treatment (mapping or paraphrasing). Neither treatment (mapping, paraphrasing) proved to be more effective than the other and treatment appeared to have no effect on the reading comprehension of community college students. Learning style (FD,FI) appeared to have a significant effect ($p < .05$) on the reading comprehension of community college students. The t-test resulted in the finding that students who are field independent tended to perform better on the reading comprehension test than the students who are field dependent.

A STUDY OF SELECTED FACTORS CONTRIBUTING TO READING AND MATHEMATICS ACHIEVEMENT OF ADULTS ENROLLED IN AN ABE/GED PROGRAM Order No. 8023990

TRAVIS, THOMAS RILEY, JR., PH.D. *University of Southern Mississippi*, 1980. 109pp.

This study used multiple linear regression techniques to assess the degree of relationship existing among the predictor variables of pretest, student age, sex, race, last grade completed, teacher race, teacher educational level, differentiated staffing, location of class, and semester of attendance and the criterion variables of reading and mathematics achievement. Two separate series of tests were conducted. One series dealt with reading vocabulary pretest and posttest scores. The second series was concerned with pretest and posttest score in mathematics computation.

Subjects were 112 adult students enrolled in the adult basic education (GED) preparatory program at Houston Community College System in the fall of 1978 and the spring of 1979. Pretest and posttest scores were from the Test of Adult Basic Education.

The results of the study indicated that while a significant relationship ($p < .05$) did exist between the criterion and the composite set of predictors in both the reading and mathematics models, only the pretest contributed significantly to the prediction of the criterion. Descriptive data are provided relative to the reading vocabulary and mathematics computation and achievement.

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